



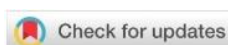
Scientific Article Writing Training for Teachers of State Elementary School 2 Liligundi

 Basilius Redan Werang^{1*},  Ketut Herya Darma Utami²,  I Made Hendra Sukmayasa³,
 I Nyoman Sugita Rupiana⁴,  Ni Nyoman Kurnia Wati⁵

^{1,2,3,4}Universitas Pendidikan Ganesha, Singaraja, Indonesia

⁵STAHN Mpu Kuturan Singaraja, Indonesia

✉ werang267@undiksha.ac.id*



Article Information:

Received September 02, 2024

Revised September 23, 2024

Accepted September 26, 2024

Keywords:

Scientific Articles; Teachers;
Writing

Abstract

The purpose of this training activity is to improve the understanding and skills of teachers at SDN 2 Liligundi in writing scientific articles. The number of participants in this training is 10 people. This training activity will be carried out using a face-to-face method. The data collection method used to measure the success of this training is the training assignment method and questionnaire. While the data analysis method used is the quantitative descriptive data analysis method. The indicator of the success of this training is the increasing ability of teachers at SDN 2 Liligundi in compiling scientific articles, especially scientific articles from research they have conducted at school. The results of this training are to improve the understanding and skills of teachers at SDN 2 Liligundi in writing scientific articles, especially scientific articles sourced from Classroom Action Research that has been carried out by teachers. It can be concluded that the scientific article writing training activity for teachers at SDN 2 Liligundi has gone very well and is beneficial for improving teacher professionalism in compiling scientific articles.

A. Introduction

Teachers are an important aspect in the world of education. Teachers are the spearheads who must have various competencies to carry out education in schools (Saputra et al., 2019). To maintain the quality of teachers in schools, various efforts have been made. One of these efforts is the promotion program.

This promotion program is a program that can maintain/improve the quality of teachers, and is able to improve the welfare of teachers in carrying out their duties. Promotion for teachers is allowed at least 4 years from the promotion that has been received previously, with the note that the teacher must have met the credit points and all promotion administration (Sukmayasa et al., 2023). If a teacher has successfully passed/has been promoted, the salary and allowances received by teachers with ASN status will be increased according to their new rank and position.

One of the mandatory components that teachers must have in order to be promoted is a scientific article (Sofwan et al., 2023). An article is a framework explanation that discusses a particular theme or can be about research results or literature studies (Snyder, 2019). Furthermore, a scientific article is a written work designed to be published in a journal or book of articles written in a scientific manner and following scientific guidelines or conventions that have been agreed upon or established (Megawati et al., 2023). Scientific articles can be taken from the results of field research, the results of thinking and literature review, or the results of project development.

Writing scientific articles emphasizes three focal points to highlight the facts or objects of research, namely first, the formulation of the problem must provide focus on the material object of research based on the types of scientific questions chosen by the author of the scientific article. Second, evaluating moral values or assessments of the formulation of the problem. Third, underlining the solution with the aim of overcoming the problem.

Based on interviews conducted with teachers at SDN 2 Liligundi, it was revealed that there are still many teachers who feel confused in writing scientific articles for their promotion. In addition to feeling confused, they also lack information on where they can publish scientific articles for their promotion. This problem is caused because teachers at SDN 2 Liligundi rarely participate in training on compiling scientific articles resulting from action research that they have conducted. In addition, so far there have been very few training activities for writing scientific articles at SDN 2 Liligundi.

The author's efforts to overcome the above problems are by holding scientific article writing training at SDN 2 Liligundi. With the implementation of this training, it is expected to provide insight for teachers about the steps that can be taken in compiling scientific articles, as well as knowing the various journals that they can target in publishing their articles.

B. Methods

This community service activity was carried out on July 3-5, 2024. The implementation method used in this community service activity was an offline/face-to-face training method. Face-to-face training activities were chosen so that teachers could fully understand effective ways to write scientific articles.

This training activity will involve various parties. The parties involved are (1) the Principal of SDN 2 Liligundi who plays a role in granting permission, socializing activities to targets, and registering training members; (2) 1 Undiksha lecturer who acts as a resource person (tutor) in the training; (3) teachers of SDN 2 Liligundi as training participants; and (4) the activity implementation committee who plays a role in planning, implementing, and reflecting on activities.

To better understand the activities that will be carried out in this training, they can be described in the following diagram.

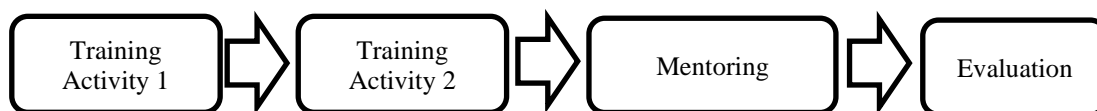


Figure 1. Training Activity Chart

The target of this training is all teachers and education personnel who work at SDN 2 Liligundi. The number of teachers and education personnel who work at SDN 2 Liligundi is 10 people. This training activity was carried out at SDN 2 Liligundi because there is still very little training on writing scientific articles at the school, even though this activity is very important to be able to improve the job qualifications and welfare of teachers at SDN 2 Liligundi.

The evaluation used in this training activity was designed using a questionnaire method. This aims to determine how effective the training activities that have been carried out for teachers at SDN 2 Liligundi are. The indicator of the success of this activity is the increasing ability of teachers in compiling scientific articles, especially scientific articles from the results of classroom action research.

C. Results and Discussion

1) Training Activity Results

a) Assignment Results

To find out the level of teacher understanding in the training that has been carried out, teachers at SDN 2 Liligundi were given training assignments. The task was to compile a scientific article based on the classroom action research that they had conducted.

Based on the tasks that have been done by the teachers, the average score of the tasks was 76.9. If these results are converted to a five-scale assessment criteria, the average score of the training participants' tasks is in the good category. This shows that the teachers are able to write scientific articles well.

b) Results of Training Assessment Questionnaire Analysis

Based on the analysis of the training assessment questionnaire that was distributed to training participants, data was obtained as in Table 1 below.

Table 1. Description of Training Questionnaire Data

Statistics	Mark
Mean	45.7
Median	45.5
Mode	48
Std. Deviation	2
Variance	4
Minimum	43
Maximum	48

Based on table 1 above, it can be seen that the average assessment of the training conducted is = 45.7, median = 45.5, mode = 48, standard deviation = 2, variance = 4, minimum score = 43 and maximum score = 48. To determine the category of scientific paper writing training activities for teachers of SDN 2 Liligundi, the ideal mean (M_i) and ideal standard deviation (S_{di}) are calculated. Where $M_i = \frac{1}{2} \times (\text{maximum score} + \text{minimum score})$ and $S_{di} = \frac{1}{6} (\text{maximum score} - \text{minimum score})$. $M_i = \frac{1}{2} (50 + 40) = 45$; $S_{di} = \frac{1}{6} (50 - 40) = 1.67$. Based on the results of these calculations, a training category conversion table can be prepared as follows.

Table 2. Interval Class for Each Category

Interval	Classification
$40 < \bar{X} \leq 50$	Very good
$33,33 < \bar{X} \leq 40$	Good
$26,66 < \bar{X} \leq 33,33$	Currently
$19,99 < \bar{X} \leq 26,66$	Not good
$10 < \bar{X} \leq 19,99$	Very Poor

The average assessment of the training given by the teachers is = 45.7, if this average is converted in Table 2 above, it can be concluded that the scientific paper writing training activities for teachers of SDN 2 Liligundi are in the very good category.

2) Discussion

Based on the results of the training that has been carried out at SDN 2 Liligundi, it can be seen that the teachers are very enthusiastic in participating in the training process and they ask many questions related to writing scientific articles.

**Figure 2.** Implementation of Article Writing Training at SDN 2 Liligundi

The teachers were happy to be given training in writing scientific articles, because they really need this, especially in terms of their promotion. In general, the training activities have gone well. The obstacles faced were that there were 2 teachers who were less able to use laptops properly, so in the training process, they were assisted by the education staff at the school.

The results of this training show that teachers have a good understanding of how to write scientific articles, and they are satisfied with the training they have attended.

Writing is the process of pouring out ideas in written form in the form of information that is conveyed to other people. Writing is also an important aspect in the communication process because good writing will make it easier for readers to understand the contents of the message that you want to convey (Yanwar, 2020; Yolan et al., 2024).

Writing activities involve several elements, namely the writer and the reader (Supiani, 2017). The writer is the person who delivers the message in written form, while the reader is the person who receives the message from what they read (Amalia et al., 2020).

According to Tarigan (2013) in (Nirvana & Ruspa, 2020), the purpose of writing is (1) assignment purpose, namely the writer writes something because he was assigned, not because of his own will, (2) altruistic purpose, namely the aim is to please the reader, wants to encourage the reader to understand, wants to make the reader's life more enjoyable with his work, (3) persuasive purpose, namely writing that aims to convince the reader with the truth expressed, (4) informational purpose, the purpose of enlightenment, namely writing that aims to provide information or information/explanation to the reader, (5) self-declaration purpose, namely writing that aims to introduce or declare oneself as the author to the reader, (6) creative purpose, namely writing that aims to achieve artistic values and artistic values, and (7) problem-solving purpose, namely writing that aims to reflect or explore thoughts so that they can be understood by the reader.

Based on the explanation above, it can be understood that writing activities are very important to do. One of them is writing scientific articles. Scientific articles are written works designed to be published in journals or books of articles, written in a scientific manner adjusted to applicable scientific conventions (Busse & August, 2021; Pickett & McDonnell, 2017).

A scientific journal article is a written work designed to be published in a journal or book of articles written in a scientific manner and following agreed or established scientific guidelines or conventions. Scientific articles can be taken from the results of field research, the results of thinking and literature review, or the results of project development (Hayati & Kartini, 2024).

Writing articles, usually aims to offer problem solving, educate, entertain and influence readers (Jayanti et al., 2023). The main objective of writing scientific journal articles is to create writing competence among educators (Prabawati & Muslim, 2020). Because, the mentality of educators is sometimes reluctant to write and conduct research, even though the institution where they work has prepared funds.

The author of a scientific article emphasizes three focal points to highlight the facts or objects of his research, namely first, the formulation of the problem must provide focus on the material object of the research based on the types of scientific questions chosen by the author of the scientific article. Second, evaluating moral values or assessments of the formulation of the problem. Third, underlining the solution with the aim of overcoming the problem.

The characteristics of scientific articles according to Effendi et al. (2022) are:

a) Presenting Problem Ideas and Solutions

Creating a scientific article must be based on the existence of a problem. A scientific article begins with an explanation of the background of why the problem is worthy and interesting to study. Furthermore, finding a solution or solution with a series of studies based on certain methods.

b) Presenting Accurate Data and Facts

Scientific in nature, so the right way to write a scientific article is to provide evidence in the form of data and facts. These reliable data and facts will be used as the basis for conducting further research. Data and facts will make the research results more accurate so that they can be accepted.

c) Relying on Objectivity

Writing in scientific articles must be arranged objectively. Because in the process it is necessary to conduct research, the output must also refer to the results of the research, so there should be no personal opinions without being based on valid data or evidence.

d) Arranged systematically

Writing a scientific text does not only rely on data and facts. But the writing must also be precise, namely by paying attention to the systematics of its composition. The systematics of scientific articles are: introduction, research methods, discussion, to conclusion.

e) Using Formal Language

Formal language is a must in writing scientific articles. The use of formal language is key to making the information in it more objective and logical. Also use languages that are dense and straightforward so as not to cause ambiguity or multiple interpretations.

Meanwhile, according to Bahdin and Ardial, (2009: 141-143) the characteristics of scientific articles are as follows.

- a) Articles are written based on the author's views. For example, the theme of the article is the same, but the point of view is different. This is because the author has different understanding, knowledge, background, and experience so that the articles written by one author and another will not be the same.
- b) Articles are intellectual works, meaning that both the writer and the reader must think about understanding the article.
- c) The article contains expressions of problems and provides problem solving.
- d) The content is short, concise, and complete. This means that the article is not long-winded, and there is a solution to the problem.
- e) Articles must be new ideas.
- f) The language is simple, clear, lively, interesting, fresh, popular, and communicative. This means that writing articles for mass media, whether newspapers, magazines or tabloids, must use journalistic language that is simple, clear, lively, interesting, popular and communicative.
- g) The article is an original idea, not a plagiarism.
- h) Concerning public interests such as education, economics, politics, social, culture, law and so on.
- i) The author's name must be listed, because the article is an individual work. The writing of the name in an opinion article is written and listed under the title. While non-opinion is listed by being saved at the end of the article.

In writing scientific articles, of course, it cannot be done carelessly, but must also follow the rules of sentence construction, namely: a) Completeness of sentence elements, consisting of subject, predicate, and object. b) Parallelism, meaning that the sentence must be harmonious. c) Avoid ambiguity, because it will confuse the reader. d) Avoid figurative language, e) Avoid sentences that are too complex, so that the sentence has a clear meaning, f) Avoid self-indicative sentences. g) Compose paragraphs that have cohesion, namely all sentences in the paragraph only discuss one main idea or one problem. In addition, paragraphs must also have coherence, namely the flow of one sentence and another runs smoothly, use pronouns, conjunctions, and connecting phrases. And h) In writing scientific articles, spelling problems must be considered seriously.

Paryati (2008: 144-46), provides five conditions that must be met by writers of Scientific Journal Articles, namely:

- a) Technical, meaning an article writer must be able to operate work equipment. Such as using a typewriter, computer, laptop, and can send via e-mail.
- b) Mental, meaning that when we write an article, we must have a strong mentality, a steadfast soul, strong determination, a strong will, never get tired of continuing to learn with a never give up attitude.
- c) Enjoy reading (Reading habit), meaning that to be a good writer, we must also be a good reader.
- d) Intellectual, meaning that an article writer must have the ability to think critically, logically, carefully, have an academic vision, systematically and analytically, supported by relevant, actual and representative references.
- e) Socioculture, meaning that it is important for a writer to make social contact and be able to adapt to his social environment, both through direct and indirect communication, so that he is able to adapt, be sociable in socializing and always have strong social respect in an effort to increase knowledge and broaden his horizons.

D. Conclusion

The scientific article writing training activity for teachers at SDN 2 Liligundi has been going very well and is useful for improving teachers' professionalism in writing scientific articles. It is recommended that

scientific paper writing training for teachers at SDN 2 Liligundi be carried out continuously so that it can improve teachers' abilities in writing scientific articles.

E. Acknowledgments

Gratitude is expressed to the principal, vice principal, teachers, and staff of Liligundi 2 State Elementary School.

References

- Amalia, N., Sari, N. A. P., & Noviani, R. T. (2020). Pengaruh Metode Pembelajaran Sugesti Imajinasi Terhadap Kemampuan Menulis Puisi Siswa Kelas X Sma Negeri 48 Jakarta. *Jurnal Metamorfosa*, 8(1), 1–12. <https://doi.org/10.46244/metamorfosa.v8i1.333>
- Busse, C., & August, E. (2021). How to Write and Publish a Research Paper for a Peer-Reviewed Journal. *Journal of Cancer Education*, 36(5), 909–913. <https://doi.org/10.1007/s13187-020-01751-z>
- Hayati, A., & Kartini, R. A. (2024). Pelatihan Menulis Karya Tulis Ilmiah Mahasiswa Prodi Pariwisata Universitas Muhammadiyah Tangerang Tahun Ajaran 2023-2024. *Community Services and Social Work Bulletin*, 3(2), 107. <https://doi.org/10.31000/cswb.v3i2.10507>
- Jayanti, U. N. Ap. D., Silvia, C., Amirah, N., & Fachrizal, A. (2023). Analisis Pengetahuan Mahasiswa Tadris Biologi UINSU Terhadap Artikel Jurnal Ilmiah. *Comit: Communication, Information and Technology Journal*, 2(2), 174–182. <https://doi.org/10.47467/comit.v2i2.131>
- Megawati, R., Listiani, H., Pranoto, N. W., Akobiarek, M., & Megahati S, R. R. P. (2023). Role of GPT Chat in Writing Scientific Articles: A Systematic Literature Review. *Jurnal Penelitian Pendidikan IPA*, 9(11), 1078–1084. <https://doi.org/10.29303/jppipa.v9i11.5559>
- Nirwana, & Ruspa, A. R. (2020). Kemampuan Menulis Karya Tulis Ilmiah Mahasiswa Prodi Informatika Universitas Cokroaminoto Palopo. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 6(1), 557–566. <https://doi.org/10.30605/onoma.v6i1.277>
- Pickett, S. T. A., & McDonnell, M. J. (2017). The art and science of writing a publishable article. *Journal of Urban Ecology*, 3(1), 1–6. <https://doi.org/10.1093/jue/jux018>
- Prabawati, M. N., & Muslim, S. R. (2020). Pendampingan Penulisan Artikel Ilmiah Bagi Guru Matematika Sekolah Menengah Pertama Wilayah Sukaraja Kabupaten Tasikmalaya. *Abdimas Umtas: Jurnal Pengabdian Kepada Masyarakat LPPM-Universitas Muhammadiyah Tasikmalaya*, 3(1), 207–212. <https://doi.org/10.35568/abdimas.v3i1.546>
- Saputra, W. N. A., Jairi, & Rohaetin, S. (2019). Upaya Kepala Sekolah Dalam Meningkatkan Profesionalisme Guru Di SMA Negeri 1 Tewang Sangalang Garing Kabupaten Katingan. *Jurnal Pendidikan Ilmu Pengetahuan Sosial (JPIPS)*, 11(2), 270–277. <https://doi.org/10.37304/jp-ips.v11i02.511>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104(March), 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sofwan, M., Habibi, A., Destrinelli, & Hayati, S. (2023). Pelatihan Penulisan Artikel Ilmiah Untuk Mendukung Kompetensi Profesional Guru. *Estungara: Jurnal Pengabdian Masyarakat Vol.*, 2(3), 56–62. <https://doi.org/10.22437/est.v2i3.29131>
- Sukmayasa, I. M. H., Werang, B. R., & Widiastuti, N. P. K. (2023). Pelatihan Penulisan Artikel Ilmiah Bagi Guru-Guru Sekolah Dasar Se-Kecamatan Buleleng. *Caraka: Jurnal Pengabdian Kepada Masyarakat ISSN*, 3(2), 120–128. <https://doi.org/10.55115/crk.v3i2.3763>
- Supiani. (2017). Teaching Writing Skill Through Collaborative Writing Technique: From Theory To Practice. *JEELS (Journal of English Education and Linguistics Studies)*, 4(1), 37–52. <https://doi.org/10.30762/jeels.v4i1.330>
- Yanwar, A. P. (2020). An Analysis of the Students' Writing Skill in Hortatory Exposition Text at the First Semester of Public Administration Study Program of the Faculty of Social and Political Science. *J-SHMIC: Journal of English for Academic*, 7(2), 10–20. [https://doi.org/10.25299/jshmic.2020.vol7\(2\).5141](https://doi.org/10.25299/jshmic.2020.vol7(2).5141)
- Yolan, Suparman, Herdiana, B., & Nuruaahmad, M. (2024). Jurnal Vokatif: Pendidikan Bahasa, Kebahasaan dan Sastra. *Jurnal Vokatif: Pendidikan Bahasa, Kebahasaan Dan Sastra*, 1(1), 102–108. <https://doi.org/10.51574/vokatif.v1i2.1736>

Copyright Holder

© Ana, E. F., Ardiana, M., Yatimah, D., Lestari, R. D., Wibowo, S., & Darmawan, D.

First publication right:

Jurnal Pengabdian Kepada Masyarakat

This article is licensed under:

